



GRIFFITH COLLEGE



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Introduction

The year 2014 saw Griffith College mark an important milestone as it celebrated the 40th anniversary of its founding. Since its foundation, the College has grown to an institution with over 7,000 students from 90 different countries, studying at campuses in Cork, Dublin and Limerick.



Griffith College graduates have carved out notable successes in a range of industry sectors both nationally and internationally. From accountancy, business and computing to design, law and media, these distinguished alumni are a testament to the quality of education which the College has provided over four decades.

Griffith College's Strategic Plan 2014 – 2022 has been developed following an extensive consultation process with our stakeholders and sets out a range of objectives that will underpin the College's direction over the next eight years.

The College's core strategic commitment is the development of its learners for successful careers and empowered lives in society. The strategic objectives cover core areas of performance including engagement with industry and the community; e-learning; research and development; financial planning; human resources; educational support services; and national and international marketing

In a rapidly evolving global market-place, the need for an agile response to changing conditions has never been more imperative. Each of the plan's strategic goals is underpinned by a range of key performance indicators which will be regularly monitored to ensure the College can respond in a fast and flexible manner to any substantive changes in the educational or broader socio-economic environment.

The success of Griffith College since its foundation is a testimony to the dedication of its staff and stakeholders. This strategic plan provides a framework for further growth as we embark on the next steps in the College's development.

A handwritten signature in black ink that reads "Diarmuid Hegarty". The signature is written in a cursive style.

Prof. Diarmuid Hegarty
President

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The Context, Process and Objectives of the Strategic Plan



“ challenges in the international market would include provision for Irish students studying abroad, e-learning and blended learning offerings of existing courses overseas and opportunities for Griffith satellite colleges abroad ”



The context, Process and Objectives of the Strategic Plan

The College's strategic plan is set within a broad external context involving educational developments and wider economic, social and technological factors.

The ongoing process of developing a strategic plan for Griffith College was informed by the College's institutional review in 2010 which recommenced a SWOT analysis, to set the overall context for individual faculty plans.

SWOT and PESTEL analyses to identify priority areas around which the College strategy would be built were carried out in 2010 and 2011 and reviewed from April to June 2013. A risk model was used to assess the risk profile of the College. Market research on the Griffith brand amongst likely influencers (students, parents, guidance counsellors and others) in the student college choice decision was also used.

Various growth opportunities were assessed and ranked in relation to their suitability.

Since then, the Management Board has continued to engage management and staff in the development of the College's strategy, through widespread participation in committees, and in response to the feedback and suggestions arising therefrom.

The Strategic Plan was first presented to the Heads of Faculties and Heads of Operating Departments as an overview document for the period 2012 to 2022 in August 2012.

This document, supported by detailed strategy documents, formed the basis of a final round of consultations with Heads of Faculties and Heads of Operating Departments, in April to June 2013. Detailed key performance indicators were agreed by the Strategy Implementation Committee with the various groups and sub-committees charged with detailed execution of the Plan. The comments and ideas expressed at these consultation meetings were then incorporated into the College's revised Strategic Plan 2014 to 2022.

External Context: National and International Higher Education

As stated above, the College's strategic plan is set within a broad external context. The external environment presents challenges and opportunities for all higher education institutions including:

- the development of the National Framework of Qualifications (NFQ), increasing demands of quality assurance, public accountability and educational standards (including European quality standards and the Bologna Process); recent economic experience heightens the need to focus on student retention, employability and programmes of an interdisciplinary nature
- challenges in the international market providing for Irish students studying abroad, e-learning and blended learning offerings of existing courses overseas, opportunities for satellite colleges abroad, and a balanced proportion of students with English as a mother tongue
- immediate employability needs of graduates, including closer links with employers for work placement and the needs of the lifelong learning market, lifelong and flexible learning, increased inter-disciplinarity, inter institutional collaboration, and additional supports to ensure the employability of the learners on completion of their programmes
- technology in the development of learning, teaching and assessment
- the restriction on funding available to HEIs, in the prevailing economic climate

- the needs of industry to help address technology challenges
- the need to build research strength of high quality. This includes the need to engage in more research, to document, reference and publish current research, collaborations with companies and to deliver a more research skilled graduate profile.

The Policy Context

Key Government policies providing relevant context to the College strategy are:

- A projected 50% growth in numbers of new entrants into Irish higher education up to 2030 coming largely from mature students and lifelong learners.
- That the HEA should commission teaching on an economic cost basis from private institutions.
- That the Institutes of Technology should amalgamate to form Technological Universities (*National Strategy for Higher Education to 2030 – The Hunt Report, pages 103 to 108*).
- The Irish Government’s commitment to Ireland becoming internationally recognised and ranked as a world leader in the delivery of high-quality international education and to increasing the number of international students studying in Ireland by 50% (*Investing in Global Relations. Ireland’s International Education Strategy 2010-15 Pages 21-23*).

National strategies also aim at higher qualifications and skill levels to support economic recovery and the up-skilling of 500,000 people by one level by 2020. This will call for greater flexibility in design and delivery to accommodate advances in technology including e-based and m-based learning.

Delegated authority to validate programmes using own procedures (as agreed with QQI) provides freedom to develop programmes with greater autonomy and flexibility. Under recent legislation this can be extended to private colleges. At present, QQI has devolved responsibility for most of the steps in the validation process to Griffith College.

The Economic Context

Having faced unprecedented challenges since 2008, recent evidence suggests that the future outlook for the Irish economy is positive. Career focused job creation initiatives such as Springboard and ICT skills are expected to continue beyond their scheduled finish date of 2014.

According to the HEA’s 2012 report, the average cost per student of undergraduate higher education in the public sector is €10,243 per annum. While most of this funding is provided directly from government, Irish public sector third-level institutions will levy a student services charge of €3,000 in 2015/16 placing private and public sectors on a more level playing field. UK fees are between £6,000 and £9,000. Students attending private colleges in France and Spain are paying fees from €10,000 to €15,000.

Griffith College has established excellent relationships with its Chinese partners and significant increases in Chinese recruitment are expected as a result of its inclusion on a list of third-level institutions approved by the Chinese Government. Long term growth may require satellite colleges to be established in China with Chinese partners.

The College's Ten Key Strategic Objectives

The following are the College's ten key strategic objectives:

Securing a high national and international reputation

Secure the highest national and international accreditation available to the College, its programmes and its learners through active engagement with alumni, external educational agencies and professional bodies.

Learners, provision, needs, participation and performance

Deliver high quality education and training programmes kept under constant review and targeted at the career and professional development of learners from the College's centres in Ireland and internationally.

Engagement with industry and the community

Ensure the on-going relevance of the College's education and training programmes to current, emerging and future industry and professional needs, leveraging College alumni and associates and work placement opportunities.

Increase the College's engagement with its local communities and public bodies providing whatever support and resources it can in the public good.

Internationalisation of the College and international partnerships

Increase the internationalisation of the College and its learner community through the international diversification of its curriculum, student and staff base, and through active engagement with quality international partners, leveraging College alumni and associates and work placement opportunities.

Delivery in new learning technologies

Deliver and support the College's programmes, flexibly embracing new and emerging e-learning technologies (e-learning, blended learning and lifelong learning) wherever appropriate to meet the education and lifestyle needs of learners.





Research, development and innovation

Increase the College's research activities and the research profile of the College's academic staff and students through increased qualifications and their engagement in nationally and internationally funded research.

Student environment and support

Provide through role specific resources, a learning environment in all campuses that includes academic, ICT, pastoral, social and career support services and accommodation that is fully supportive, optimally technologically assisted and fully exploits the College's links.

Human Resource strategy including effective organisation structures and systems

Attract, support and motivate an excellent team of academic and non-academic managers and staff committed to quality service provision on behalf of learners.

Marketing strategy

Promote the reputation of the College and its activities nationally and internationally in a professional manner across all forms of media, both technological and in-person through the active involvement of all staff with particular focus on addressing the shortfall in domestic enrolment and the leveraging of alumni.

Financial strategy

Manage, operate and grow the College and its resources and activities on a profitable basis to secure its high national and international reputation and optimise its short, medium and long-term value to stakeholders.

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Values, Vision, Mission and Reputation



“The College is committed to effective programme delivery, which is responsive to learner needs and focused on learner-based output measures of quality appropriate to their chosen profession and relevant to emerging industry needs and opportunities”



Educational Philosophy, Mission and Growth Targets

The College is committed to securing the highest national and international accreditation available for its programmes and its learners through active engagement with external educational agencies and professional bodies. The College's philosophy is to provide career choice and progression into the professions for its learners, breaking down barriers to access.

The College's mission is "*the relentless pursuit of the advancement of individual learner attainment*" with "*pursuit*" reflecting both existing practice and a continuing search for best practice. Learner advancement is through pedagogically informed educational provision.

The College's strategic aims and growth targets are set by the management board in association with the committees, departments and faculties responsible for their implementation.

College Ranking and University Status

The College recognises the benchmarking and other benefits of external reviews and ranking by external assessment agencies as a means of driving and delivering continuous improvement in learner satisfaction, graduate success, programme quality, teaching and research. ACCA "Platinum Provider Status" is one such example of the College meeting external ranking standards. Regardless of the College's status the College and its staff fully expect to remain primarily answerable to its learners for the advancement of their learning and career needs. As the College continues to grow and deliver for its learners, as legislation permits, it will seek increasing autonomy in respect of its decision making, up to and including university status.



3

Learners, their environment, their needs and their participation



*“student retention and progression are
seen by the College as key metrics of its
teaching success”*



Student Enrolment

The key determinant in student enrolment is the student's capacity and preparedness to undertake and benefit from their chosen course of study. Key factors in this regard are their prior educational attainments and experience in line with national and international regulatory standards and requirements. In all cases, the College seeks to set entry thresholds that are both fair and measured at the appropriate standard to give those admitted the prospect of successful course completion.

Student Retention and Progression

Student retention and progression are seen by the College as key metrics of its teaching success. While some aspects of student fallout are beyond the control of the College such as student finances and personal circumstances, other issues can be addressed by quality improvements. Through regular reviews of learner performance, and associated learner and lecturer feedback on its programmes, the College's teaching quality is assessed and on-going improvements implemented.

Surveys of students who do not progress from stage to stage have also been conducted proving to be a useful information resource on retention. For this reason it has been adopted as a standard annual first semester procedure.

Student Achievement

The ultimate measure of the College's success is the achievement of its graduates. The relevant achievements relate to academic performance, academic progression, research quality, independent professional examination performance and recognition received, and level at which they function in the workplace. Academic performance measured in terms of grade of awards received in College examinations reflects national standards monitored by external examiners.

The College is aware of the success of its recent graduates in further professional examinations and postgraduate studies, and seeks to keep abreast of their developments through graduate destination surveys, social media networks and in the future through alumni events.

The College proposes to review and strengthen its association with its alumni through faculty and College-wide initiatives and events.

The Profile of the Griffith Graduate

Griffith graduates should experience and display the following in relation to their field of study;

- An in-depth command of their knowledge base.
- A developed critical and creative frame of mind so as to be questioning participants in their chosen profession and society.
- Good communication ideally in one other language as well as their mother tongue.
- Excellent participation skills with the ability to become leaders in their field.
- Creative problem solving and conceptual thinking.
- Appreciation of their active role in social, cultural, political and economic life.
- Reflective practice as they continue to learn in their work contexts, and contribute to the enrichment of society.

The Learners' Needs must be our Central Focus

Griffith College is committed to the learners' needs shaping and guiding the development of the teaching and learning services and activities.

This is achieved through the successful programme design approved by expert academic and industry panels, and the successful attainment of their associated programme and module learning outcomes.

Developing the Multi-discipline Mind Set

The increasing interdependence of social, economic, scientific and educational developments requires higher education institutions to focus on multidisciplinary teaching. The College is committed to increasing the opportunity for learners to extend their learning to include key insights to other complementary disciplines.

Students' Evaluation of their experience

The College uses a wide range of feedback measures within its Quality Assurance system to evaluate the learner experience. The College is committed to acting on learner, lecturer and other stakeholder feedback in a timely manner.

Programme Portfolio Managed Annually

The College's portfolio of programmes is reviewed annually to ensure its continued relevance and suitability for career and life-long preparation.

Learning, Teaching and Assessment Objectives and Strategies

Teaching, learning and assessment represent the College's core activities. Maintaining excellence in these areas is critical for learner success and the College's entire reputation. Without their constant prioritisation, the College cannot remain competitive.

Key strategies in support of this central activity include:

- The provision of a funded postgraduate award in training and education to support the educational expertise of specialist lecturers
- A requirement that lecturers undertake and complete the postgraduate programme
- The dissemination of best practice teaching through workshops and conferences
- The support provided to staff undertaking relevant postgraduate teaching related qualifications.

Monitoring and Enhancement of Quality Assurance

The College's extensive QA systems are approved by HETAC/QQI and subject to on-going review in the light of national and international developments. This enhancement process will continue under the direction of the College's APC.

The College has set the following goals for learners, their environment and needs

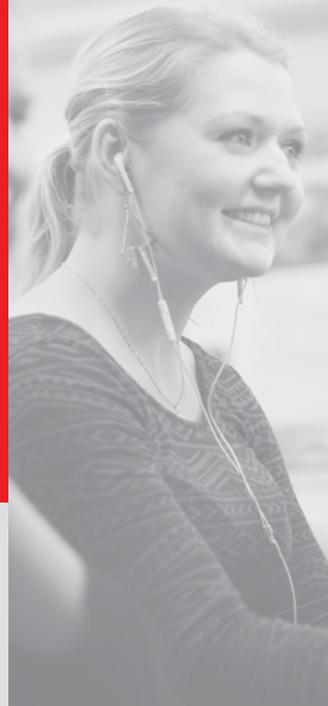
- The College will continuously enhance the learner experience on all programmes by nurturing diversity through welcoming learners from many countries and cultures, supporting them during the transition periods in their education lives and supporting them so that learner achievement in Griffith College is of the highest standard possible.
- The College will engender a culture of Quality Enhancement at all levels through ensuring quality enhancement processes, informed by stakeholder feedback, are central throughout the academic life cycle of each programme.
- The College will have a balanced offering of programmes of education that meet the needs of learners, employers and national educational strategies. Such programmes will be underpinned by current and relevant research, supported by academic staff who are at the forefront of their fields, and will allow flexible pathways for learners through embedded, exit and special purpose awards alongside the major award programmes.

4

Engagement with Industry and the Community



“the College seeks to maximise the employment potential of its graduates by ensuring that the knowledge, skills and competencies they develop reflect current and emerging industry needs”



Improving Student Access

The College is committed to providing inclusive access to its programmes for all qualifying candidates. It welcomes the development of national access, transfer and progression standards extending possibilities for mature, life-long and non-standard entrants. It is committed to being an active partner in ERASMUS exchange programmes, along with maintaining strong international partnerships.

Up-Skilling the Workforce

The College is committed to working with, and responding to, Government initiatives in order to tailor its programmes to the country's economic development needs and related international opportunities. The College will also continue to develop specialist courses in association with new and existing partner institutions, for example: IILEX, ISME, CPA, the Institute of Industrial Engineers, Innopharma and others.

Placements, Internships and “Alternance”

The College will advance the employability of its graduates through their participation in industry competitions, industry projects and periods of work-placement with indigenous and multinational companies. Future course proposals and programmatic reviews will actively consider the inclusion of work experience stages with industry partners either within or after the taught programme. All students in their award year will benefit from the College's career guidance service.

Industry or Business Based Learning Programmes

The College will continue to provide bespoke training for industry through its corporate training department and, where appropriate, work with businesses to provide customised training leading to awards on the National Framework of Qualifications.

Supporting the College's Community

Support for the local community will continue to be provided through the awarding of scholarships to socially disadvantaged students, the sponsoring of The Friends of the Vocal Arts and the provision of the College's resources for local community associations. Further analysis and definition of the “local community” and how to access it will be carried out in the medium term.

Working with the College's Stakeholders

The College will work closely with its alumni, employers and government. Alumni provide a market for continuing education in terms of lifelong learning, create new learning opportunities introduce possibilities for work placement and strategic alliances. Strong linkages with employers whose skills and qualification needs are addressed are needed to ensure that programmes are kept up-to-date and that work-based learning opportunities are at a maximum.

Complementary Businesses and Campus Companies

In the medium to long term the College will consider the establishment of complementary businesses and campus companies to provide employment for students and graduates. The



viability of these proposals is to be assessed on an on-going basis, with a view to establishing these businesses where appropriate as opportunities present.

Embracing Diversity

The College will continue to foster a sense of community amongst students that is respectful of diversity, requiring the active engagement of learners with others of different backgrounds, cultures and traditions, and the sharing of collective experience and responsibility through group-work.

The College has set the following goals for Engagement with Industry

- To maximise the employment potential for graduates by ensuring that the knowledge, skills and competencies developed by learners reflect current and emerging industry needs.
- Actively engage leading industry practitioners in all aspects of programme design, delivery and assessment.

The College has set the following goal for Engagement with the Community

- Celebrate the diversity of the College's community through the respectful recognition of its constituent cultures, traditions and values.
- Build and maintain strong and inclusive links with the College's wider communities through active engagement with and support for local associations, representative bodies, cultural events, celebrating the College's inclusion of its diverse ethnic groups.

5

The International Market and Partnerships



“over the medium term, Griffith College will recruit students from every continent with many more international relationships”



Griffith College as a Global Player

Over the medium term, Griffith College will recruit students from every continent with many more international relationships. With the roll-out of the College's strategy of blended and e-learning, the concept of global learning will become a reality. In the long term (2022), the College's alumni would be expected to grow to about 30,000 graduates. The College will be seen as a global player in the world of education.

Proportion of Students with English as a Mother Tongue

Most international students come to Griffith College to learn or improve their English in addition to studying their chosen discipline. To support them in their integration it is important that the College set a target as to the proportion of students recruited for whom English is their mother tongue. This will be set by the College's International Marketing Group.

Network of Partners - Strategic Agreements with HEIs Overseas

Griffith College has articulation or semester abroad agreements with higher education institutions (mostly universities) in China, France, Germany, Norway, United States and Malaysia. The intended strategy is to widen this group of partners to a greater number of countries so that there is not too much dependence upon China and France.

Griffith Students Studying Abroad

The extensive network of foreign partners presents Griffith College with the opportunity to place its Irish students abroad under Erasmus type arrangements with Griffith's course offerings embracing a foreign language such as Business and Chinese or Business and French.

English and Foreign Language Teaching

Griffith College already services its foreign students by providing English language support and plans to consider the provision of foreign language teaching on campus to support Irish students going abroad and the integration of students who do not have English as a mother tongue.

The College has set the following goals for International Market and Partnerships

- To increase the number of overseas students studying at Griffith College to 2500 by 2020
- To increase the number of global academic partners
- Facilitate the inward and outward mobility of students and staff

6

E, Blended and Lifelong Learning



“its vision is to offer courses inside and outside Ireland, using advanced virtual learning environments with tutorial support”



E-Learning Strategy Introduction

The College proposes to deliver programmes worldwide via e-learning and blended learning. Its vision is to offer courses inside and outside Ireland, using advanced virtual learning environments with tutorial support and in time to provide an on-line platform for others, becoming re-sellers and re-providers.

This project will transform education in the College, with the main objective to increase market share on our existing programme offerings and develop new programmes. The objective is also to provide a blended learning resource, both live and recorded, for students and client companies.

Blended Learning

Blended learning refers to a mixing of different learning environments. It combines traditional face-to-face lecture delivery with a student learning interface. The strategy creates a more flexible delivery of knowledge for the student than the traditional lecture timetable. The College sees the true value of blended learning in the form of flexible delivery, whereby students undertake some live classes as well as studying at a time and place that suits their needs. The College would see a large majority of its evening programmes, in the medium term, being delivered and marketed as ‘blended’ delivery.

Lifelong learning - Flexible Modes of Delivery

The College plans to design the delivery of its current and future programmes so as to allow students to learn as a continuous life-long process. Lifelong learning is a broad name to cover short-term, long-term, validated and non-validated courses. Attendance may be evening, part time daytime, blended delivery or by traditional distance learning – and indeed a mixture of all. The duration of the courses can vary from a few weeks to many years. Each faculty as part of its course development plan will be required to outline programmes to meet the needs of lifelong learners, in the short, medium and long term. Also by linking to industry, specific company designed courses would also be developed.

Proportion of Mature Students

Currently (2013/14) the College’s enrolment of mature students (over the age of 23 years) is 800. With life-long learning, flexible delivery of courses supported by blended delivery of the majority of the evening programmes, the College would see a significant increase in the number of its mature students.

Number of Special Purpose Awards

Over the duration of this strategy the College would see the further development of special purpose and supplemental awards. One measure of the College’s capacity to address the needs of lifelong learners is the number of courses offered leading to Special Purpose Awards. Each faculty will be required to establish targets in terms of numbers of 20 / 40 credit courses directed towards lifelong learners.

The College has set the following goals for E, Blended & Lifelong Learning

- To offer excellent courses nationally and internationally using educational technology
- To become a Centre for Excellence in flexible digital learning in Ireland by 2019
- To identify and target key markets
- To develop niche markets and become experts in them

7

Research, Development and Innovation



“developing a strong and supportive research culture within the College brings benefits to a wide range of stakeholders including individual researchers, faculties, and not least, learners”



Research Strategy - the Starting Point

A key strategic objective of Griffith College is to increase the College's research activities, and the research profile of the College's academic staff and learners, through increased qualifications and their engagement in nationally and internationally funded research. Research activities in Griffith College to date include independent research undertaken by academic staff, a modest publication record, the acquisition of funding for some small research projects and the management of national and international conferences.

Coherence, Encouragement and Documentation

To support the College's research activities, the College proposes to begin by establishing a coherent research plan. Starting by documenting existing and proposed research, it will outline a coherent strategy for the development of the College's research activities and encourage and provide supports for research within each of the College's faculties.

College Wide Planning and Funding

The College will provide direct funding for investigations into the availability of national and internationally funded research which can be undertaken by faculties, either independently or in association with partner institutions. The College will provide a quality research environment with better library and computing resources. Limited internal budget support will also reward research effort and provide seed capital for research resources such as software. Academic faculty members will be recognised both for their teaching and research capabilities.

Staff and faculties will, in a supportive research environment, develop the confidence and ability to tender and work on national, European, and international research projects and to work with others in identifying external funding opportunities.

Research Strategy – Programme Implications

The College will increase the research activity undertaken by its students at undergraduate and postgraduate level through dedicated research modules and dissertation elements. The College will increase its postgraduate provision and seek to develop research masters programmes in specialist areas within existing faculties in line with the specialist capabilities of its staff. Having successfully delivered level 9 research qualifications, the College will seek approval to deliver professional doctorate programmes.

Research Methods is an accepted core module in undergraduate and postgraduate programmes in Griffith College and is used as part of degree and Masters programmes as a foundation for future dissertation or research work.

Collaborations with Companies and Alumni

Research provides the College with an opportunity for engagement with the wider community. The College has identified collaborations with companies and alumni, in particular, as having the potential to provide meaningful research opportunities for staff and learners.

Knowledge Transfer

Through applied research, the College wishes to promote opportunities for the research undertaken to inform the College's teaching and to result in commercial opportunities, through campus companies and external funding. Improved structures are required to incentivise and manage knowledge creation and transfer to capture and protect intellectual property.

The Transcending of Disciplines

The College recognises that research opportunities exist both within and across discipline boundaries. Given the size of the College, and the close working relationships between faculties, the College is keen to promote interdisciplinary research projects where viable research project cohorts can work together, with each discipline providing complementary perspectives and insights into the project, informing the collective view. A specific allocation of responsibility at head of faculty level is proposed to advance and coordinate interdisciplinary research activities.

Research to Inform Teaching

Research and teaching are complementary and should and do inform each other. The Centre for Promoting Academic Excellence (CPAE) will continue to promote research in relation to pedagogical practice in Griffith College, thereby contributing to enhanced learning, progression and performance of learners. This evidence based practice will be disseminated across national and international teaching and learning communities.

Collaborations with Other Institutions – Alliances and Partnerships

In the long term the College will build alliances with key national and international research centres, and with its external partner institutions to enable it to undertake research activities. These partnerships are expected to provide a learning ground for the College, enabling its role to increase in later years in line with the experience gained.

Research Capacity to Inform the Graduate Profile

The profile of the Griffith College graduate will reflect a competence in undertaking applied research for academic and industry purposes, which is underpinned by best ethical and industry practice.

Quality Assurance and Enhancement of Research

As the level of research activity increases, it will be subject to on-going review and evaluation. In line with other QA and management procedures, it will be reviewed to measure its quality, effectiveness and impact on the College community so that lessons learnt can be incorporated into later research initiatives. The College will also evaluate its experiences and practices against other higher education institutions, nationally and internationally, through facilitated conferences, workshops and joint participation in projects.

The College has set the following goals for Research, Development & Innovation

- To increase the College's research activities, and the research profile of the College's staff and learners, through increased qualifications and engagement in research, including nationally and internationally funded research projects
- To create a supportive research culture, underpinned by best ethical and industry practice
- To expand the College research community by maximising external collaborations
- To promote research within the College community and beyond.

8

Educational Support Services and Environment



“academic supports particularly for first year students are critical to student retention and success”



Academic Support Systems

To facilitate different types of learning and in particular a heavier emphasis on independent learning, coupled with developments in technology, the Library, ICT, admissions, examinations and student pastoral support services need to be enhanced.

ICT Strategy and Services

Broadly the College's IT Strategy is to remain in control of its IT systems development. The institutional review report recommended that "The College, in its new management information software, should develop robust business intelligence and management information systems to provide sufficient and appropriate key performance indicators that will enable it to evaluate achievement against milestones in the strategic plan." The College provision of ICT services has been driven by the constant demand for more capacity and services. Future development will see ICT services respond to demands for mobile technology, e-learning, online student services and extra capacity. Hence ICT technical support will be required to expand. In response the College has established an IT steering committee to oversee all ICT requirements.

Buildings Development Plan

Over the next decade additional facilities are required on and off campus for expanded teaching and social needs, in particular extra lecture rooms and laboratories. These requirements apply to all College locations, in Dublin, Cork and Limerick. The recent developments in Cork in acquiring rights to Marymount Hospice and in GCL's move to the former HSI building will greatly facilitate future growth.

Student Supports: Academic & Pastoral

Student supports are academic and pastoral. Academic supports, particularly for first year students, are critical to student retention and success. First year students can find the transition from second-level to third-level difficult. Mentoring and study skills modules are among the supports for first year students which were proposed in 2012 and since introduced in Computing in the 2013 Programmatic Review. Pastoral supports include student accommodation support, student health, counselling, career guidance, and student union activities such as clubs, and societies and sport.

Student Facilities

Despite major investment in student facilities in the form of student accommodation and a student restaurant on the Dublin campus in recent years, it is recognised that additional facilities are required. There is also a need to increase the level of extra-curricular activity in the College among students to enrich the student experience and cultural life of the campus.

Centre for Promoting Academic Excellence

The Centre for Promoting Academic Excellence currently focuses on providing training and an academic qualification in pedagogical skills for existing lecturers of the College. In the future the services will be expanded to consider accessibility for socio-economic disadvantaged students and students with a disability; and to promote student engagement by providing personal and professional development opportunities for students and academic staff in the College.



Careers Office

The careers advisory function in the College has been provided both formally and informally by the individual faculties. The Academic and Professional Council (APC) received a report on the services that should be provided. A full time staff member has been appointed with an immediate focus on the College's Springboard programmes, but who will also place students on other programmes working with faculties. A full time placement officer has been appointed in the Law Faculty.

Alumni Association

The Management Board and APC accept that a successful alumni association with the objective of building a social, professional, sporting, and cultural network of past graduates will be of great benefit to the College. Recently as part of the strategic planning process a report currently under review was commissioned on the way forward for the Griffith College Alumni Association.

The College has set the following goals for Educational Support Services and Environment

- To develop and support academically a range of different types of learning and in particular to facilitate independent learning
- To deliver a buildings, ICT services and facilities development plan which meets the teaching and social needs of the College
- To develop a range of academic and pastoral student supports which maximise the learning experience and student retention rates
- To deliver an enhanced careers and alumni service for the College's students and graduates.

9

Human Resources



“to retain, motivate and develop those staff through innovative training and development programmes and reward, recognition and employee well-being initiatives”



Introduction

The College and its associated activities now employ 487 staff. The College's HR strategy is based upon the proposition that human capital is the foundation of value creation. The aim is to attract the best possible staff in all disciplines, committed to a caring and encouraging approach in all aspects of learning and to retain, motivate and develop those staff through innovative training and development programmes and reward, recognition and employee well-being initiatives. These well-being initiatives will include:

- An annual employee engagement survey, the first to be completed by June 2015.
- Providing activities aimed at increasing staff morale.
- Ensuring staff morale is a performance metric for faculty heads and operating department managers.
- Career progression planning providing the motivation for sustained and deepening engagement by staff.
- New staff members working closely with experienced colleagues, to enable continuity of service and organisational knowledge to be retained.
- A formal induction process for all new staff to be held on a quarterly basis, to provide a thorough overview of College procedures along with introductions to key faculties, departments and services.

Development of the Human Resource Function

The development of the Human Resources Function will include the following initiatives:

- Review and enhancement of the function –
 - Modernisation, centralisation and computerisation of all administrative systems.
 - Review of manpower within the function.
- Review of HR policies, inter alia disciplinary, grievance, education, dignity at work.
- Management and staff training as described above.
- Fostering closer connections between different functional areas of the College.
- Developing a Strategic HR development plan to resource the College's strategic plan.

Inventory of Staff Skills

In order to identify College skills gaps and inform staff development paths, a skills grid or competency framework will be introduced College-wide. Staff will be trained to identify and develop new competencies not listed and to evaluate their responsibilities against the competency framework. Academic staff in all of the College's centres are required to reflect annually on their teaching practice to identify further development needs and to undertake the College's Special Purpose Award in Training & Education, which will also be available to all of the College's partners.

Staff Development and Training

Programmes to enhance technical and personal skills are planned as follows:

- Training for management board, heads of department and services managers in general and performance management and academic and quality management as appropriate.



- Academic staff development in qualification enhancement, innovation, research and professional practice.
- Training programmes that focus on service awareness of staff to students.
- Performance appraisal and merit pay that rewards good service delivery.
- Technology and support services to create a learning centred campus and for distance learning, and e-learning.
- Training in the requirements of data protection legislation, and in appropriate internal and external communication practices

The College is also committed to providing a formal induction programme for new employees and to provide improved supports for them in their roles.

More Staff with Doctoral Qualifications

HR policy will be proactive in supporting academic staff in completing advanced research based programmes thus increasing significantly the numbers of academic staff qualified to doctoral level. In line with our staff development policy, doctoral fees will be paid for staff subject to agreed terms. Doctoral fees are currently paid to full time teaching staff for relevant studies.

Recognition, Reward and Employee Well-being Initiatives

Reward and recognition initiatives, including non-pay performance bonuses, will be introduced at senior management level, Head of Faculty/Department level and general staff level in relation to new activities and the overall performance of the College.

Review of College Structures in response to Growth

The College's organisation structure must be appropriate to deliver on its key priorities and meet the changing demands of the new activities and the operation of responsibility accounting and budgetary control to ensure adequate resource allocation and achievement of priorities in the most efficient and effective manner and to improve the planning and delivery of services. New management posts will be created as needed to support the development of the possible growth opportunities.

Proposed Changes to Management Organs and Structures

The College will benefit from changes in two management organs. Management board membership has been expanded to include wider faculty and operational department representation. The Heads of Operating Department group was found to be too large and unwieldy in its varied scope and has been replaced with more focused committees and subgroups each with their own specific scope, remit and responsibilities, including responsibilities for implementation of the Strategic Plan.

Proposed Changes to Governance Organs and Structures

The College would benefit from changes in two governance organs. The composition of the Board of Directors needs to be strengthened further in order to provide the skills and contact base consistent with the College's Strategic Plan and in the context where the governance function will assume greater responsibility and accountability. In the longer term the College may also have to consider a committee structure of the Board of Directors and a formalisation of reporting structures to maintain effective reporting and control mechanisms.

The Academic and Professional Council (APC) would benefit from external non-executive academic representation.

The College has set the following goals for Human Resources

- To position Griffith as an Employer of Choice nationally and to recruit and retain the highest skilled and qualified staff
- To deliver an effective suite of training programmes promoting and nurturing staff development
- To measure staff engagement and encourage and foster the increased engagement of staff of all levels

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Marketing



“the overall objectives for the College are to increase undergraduate and postgraduate in-take and market share of the domestic market and positioning Griffith College as a premium brand both nationally and internationally”

Overview & Market Conditions – Ireland

The College's marketing strategy has been formulated with short, medium and long term objectives. All are working towards achieving the overall twin long-term objectives of Griffith College, namely securing the highest national and international accreditation available to the College and increasing Irish student numbers overall and as a percentage of the student body.

Marketing Objectives and Strategies

The overall objectives for the College are to increase undergraduate and postgraduate intake and market share of the domestic market and position Griffith College as a premium brand both nationally and internationally. A set of short, medium and long term goals will be put in place to achieve these twin objectives, along with detailed action plans identifying owners and timelines for each specific deliverable. Key performance indicators (KPIs) will enable regular and timely monitoring of progress. Annual marketing plans, encompassing all aspects of above and below the line promotional activity, will be formulated and implemented throughout the period of this strategy. These annual marketing plans will be informed and underpinned by the College's long-term strategic objectives.

Defensive Strategy

The College will regularly monitor key competitors' (state and private) marketing activity, pricing strategy and course offering to ensure that market share is at least maintained.

Developing a Best Practice e-Marketing Presence

Recognising the importance of e-marketing as a promotional channel, the College will introduce a new website integrating its Cork, Dublin and Limerick campuses. The site will be informed by best practice both nationally and internationally and optimised for mobile, tablet and PC platforms. The College will continue to enhance its activities across all e-marketing channels including search engine optimisation (SEO), social media, e-direct marketing, online advertising and content generation.

Branding Strategy

Griffith College's brand is its most important marketing asset. The College will implement a uniform branding strategy across its three main campuses and a consistent brand presence in national and international marketing activity in keeping with its strategic goal of developing and maintaining a premium market position.

Market Conditions – Great Britain and Northern Ireland

The increase in student fees in this market provides a significant opportunity for the College with the objective in the short, medium and long term to increase undergraduate and postgraduate student numbers from the UK market.

Proportion of Students with English as a Mother Tongue

Griffith College recognises the unique advantages accruing from its global student mix. The College will seek to increase its cohort of native English language speakers as part of an intake strategy developed to ensure a best possible balance of national and international students.

The College has set the following goals in relation to Marketing

- To position Griffith College as a premium brand both nationally and internationally
- To deliver an increase in undergraduate and postgraduate students from the Irish market
- To grow Griffith College's share of the domestic third level market,

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Financial



“the College recognises that financial and resource allocation need to align closely with strategic priorities”



Financial Systems and Management Information

The College recognises that financial and resource allocation need to align closely with strategic priorities. Devolved budget responsibility to individual managers to manage resources within a strategic context follows to ensure implementation of the strategy. The College continues to develop its management accounting systems to deliver reliable reporting of financial performance against budget and to support effective financial decision making on resource allocation.

The College has strong financial management and monitors faculty performance on contribution to total College overheads and profit and service departments based upon cost against budget. Budgets of cost and revenue are prepared by the management accountant working with faculties and departments. Actual faculty/departmental costs and revenue reports comparing performance against budget are updated on a daily basis and are provided to Heads of Faculty and Heads of Department to enable them to continually monitor performance against budget.

Long Term Financing

The long term financing plan of the College must be framed in the context of the existing level of borrowings (raised to finance student accommodation and the Griffith College Conference Centre). The College has a financing plan to meet its commitments as they fall due and to fund, on a phased basis, the initiatives under this strategic plan.

Growth by Acquisition and Merger

The College's ability to raise bank loan finance to finance growth in the medium term is limited. In the current climate the availability of equity finance is limited and the cost of equity capital is very high. An alternative may be growth of the College by acquisition or merger on a share exchange basis.

Financing Activities through Partnerships

Another alternative method of financing growth is by financing new activities through partnerships where the partners introduce capital or other resources of monetary value and the College introduces its intellectual property and educational management expertise as its equity contribution to the partnership.

The College has set the following goals in relation to Financing

- To continue to develop the College's management accounting systems
- To generate sufficient cash flow to fund growth
- To purchase or expand premises in Dublin and Cork.

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Implementation



“an effective implementation structure and culture, embracing strategic dialogue and commitment to, and ownership of, the Strategic Plan by all the staff of the College is of utmost importance”



College Strategies, Goals and Key Performance Indicators

Each of the Colleges ten key strategic objectives will have related and measurable key performance indicators identified. This will facilitate effective implementation and monitoring of the Strategic Plan with annual reviews of all objectives and KPIs.

Departmental Strategies, Goals and Key Performance Indicators

In the context of the College's strategies, goals and key performance indicators, each related committee sub-group, faculty or department will be required to prepare a set of strategies and objectives with timing and related measurable key performance indicators specific to the strategic objective. This will facilitate effective implementation and monitoring of the Strategic Plan with annual reviews of all objectives and KPIs.

Implementation Structure

An effective implementation structure and culture, embracing strategic dialogue and commitment to, and ownership of, the Strategic Plan by all the staff of the College is of utmost importance. The Board of Directors of the College, through the President is ultimately responsible for strategic direction and implementation within the College. Primarily implementation will depend upon Heads of Department / Faculties achieving their individual strategies/objectives.

Ongoing Progress, Monitoring and Review of The Plan

In light of the current economic climate and significant uncertainty, it is necessary to continue to assess, monitor and action risks which may impact achievement of strategic objectives.

Strategic Dialogue and Maintaining the Cycle of Strategic Improvement

The College will create and encourage strategic dialogue both within the College and among external stakeholders and open dialogue to the widest possible extent starting with the Board of Directors having responsibility for review of the Plan with the benefit of both internal and external representation.

Major Interim Reviews

Review of the Strategic Plan shall be conducted on an ongoing basis, in the latter half of 2014 as objectives are revisited and specific objectives and key performance indicators are set. Two subsequent major interim reviews are proposed, the first in the first quarter of 2015, and the second in the first quarter of 2017. As part of each review the College will evaluate the strategy, objectives, timing and key performance indicators, making whatever refinements it considers most appropriate for the future development of the College.

Proposed Timeline: 2014 - 2022

The timeline for each objective and the key performance indicators will be revised annually in line with annual achievement of the Strategic Plan's objectives



GRIFFITH COLLEGE

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